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ABSTRACT

This collection of papers recognizes ways in which the context of educational policy and its implications for practice have, in combination with other influences, defined early childhood special education and influenced its development. An introduction by Philip L. Safford is presented. Subsequent papers have the following titles and authors: "Social, Historical, and Theoretical Foundations of Early Childhood Special Education and Early Intervention" (Nicholas Anastasiow and Christine Nucci); "Family and Professional Collaboration: Issues in Early Childhood Special Education" (Judy I. Stahlman); "Social Competence with Peers: Outcome and Process in Early Childhood Special Education" (Michael J. Guralnick); "The Role of Play in Early Childhood Special Education" (Toni Linder); "Instructional Models in Early Childhood Special Education: Origins, Issues, and Trends" (Philip L. Safford and others); "Reconceptualizing the Individual Education Program: A Constructivist Approach to Educational Practice for Young Children with Disabilities" (Gerald Mahoney and Amy Powell Wheatley); "Transitions to and from Preschool in Early Childhood Special Education" (Susan A. Fowler and Michaelene M. Ostrosky); "Young Children with Special Health-Care Needs" (Nancy L. Peterson and others); "Promoting the Development of Young Children Through Use of Technology" (Philippa H. Campbell and others); "Issues and Emerging Practice in Preparing Educators To Be Early Interventionists" (Jeanette A. McCollum and Susan P. Maude); and "Early Childhood Education and Early Childhood Special Education: A Look to the Future" (Bernard Spodek and Olivia N. Saracho). (Papers contain references.) (JDD)